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ABSTRACT

This manual for supervisors in the Summer Youth Employment Program (SYEP) provides background on SYEP and tips on program supervision. Section 1 is a brief introduction. The history and purpose of SYEP are presented in section 2. Section 3 contains nine SYEP supervisor work rules (concerning time records, safety, accidents and illness, termination, problems, youth's grievances, political activity restriction, records and reports, and youth rules) and lists six SYEP objectives. In section 4 youth attitudes toward work and the effect of work experience programs on youth are discussed. Section 5, which outlines the job of the SYEP supervisor, lists fifteen supervisor tasks and contains five subsections on program supervision. The first subsection outlines sixteen steps for preparing to supervise. The second and third subsection provide guidelines for orienting and training youth. A five-step instructional plan is explained in subsection 4, and a seven-step system for evaluating participant's performance is presented in subsection 5. Subsection 6 contains a brief discussion of SYEP worksite evaluation. Supervisor's reference forms are included in the final section. (Manuals for training supervisors in SYEP, youth in SYEP, and establishing SYEP worksites are available separately through ERIC--see note.) (MN)

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U.S. Department of Labor
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for Employment and Training
Office of Youth Programs

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Researchers undertaking government sponsored projects are encouraged to express their own judgment. The interpretations and viewpoints stated in this document do not necessarily represent the official position or policy of the U.S. Department of Labor.

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I. INTRODUCTION

Welcome to the Summer Youth Employment Program(SYEP).

As a supervisor in this program, you will play a key role in helping youths to have a profitable summer: learning work skills, growing to adulthood, and earning money.

You will have the opportunity to gain useful skills in planning, scheduling, and assigning work and supervising and counseling youth.

You and the young people you supervise will have the additional satisfaction of providing services to the community.

This manual will tell you about SYEP, its objectives and procedures, expectations and work rules, and give you some tips on supervision which will help you do your job. It also provides a place to keep necessary information for your own reference and use.

II. SUMMER YOUTH EMPLOYMENT PROGRAM

The Summer Youth Employment Program is funded under Title IV of the federal Comprehensive Employment and Training Act (CETA). It provides summer employment for disadvantaged young people ages 14 to 21.

The jobs are not substitutes for jobs performed by regular employees. Most CETA programs, like SYEP, are administered by your local government (either the state, county, city, or combinations of governments called consortiums) representing a minimum of 100,000 people. This administrative entity is called a CETA Prime Sponsor.

The Prime Sponsor is responsible for overall planning, setting guidelines and rules, allocating funds, selecting work sponsors, and insuring that programs function within the guidelines set up by the law and the federal Department of Labor.

The specific objectives of SYEP are:

- to help youths from 14 to 21 who qualify to earn some money;
- to give these youths the opportunity to have good work experiences and acquire useful work habits and skills;
- to provide useful services and improvements for our community.

III. INFORMATION FOR SUPERVISORS

Certain information should be at your fingertips. Fill in the blank spaces on the forms in the back of this manual to fit your situation. Blank pages are also provided at the end of this manual for you to note any additional information you should have.

A copy of the worksite agreement should be in your possession and you should know its terms. It describes the nature of the project and the conditions which must be satisfied. It also spells out your responsibilities as a supervisor in SYEP.

A. Supervisor Work Rules

As a SYEP supervisor, it is important for you to be at work during the assigned hours of SYEP participants. You should notify the designated SYEP person before your regular starting time if you will be absent or late. Use the forms in the back of this manual to plan for days, dates, and hours of employment and other necessary information.

1. Time Records: SYEP participants will be required to sign in and sign out on the appropriate form. As a SYEP supervisor, you must insure that participants only record actual hours worked. Failure to record times accurately may result in their dismissal. Time records are to be available at all times and presented at the request of the SYEP monitoring officials. If your time records must be

countersigned by the program operator or Prime Sponsor representative, see that it is done. You will be informed about how the time forms will be distributed and collected. These procedures will be coordinated with the SYEP payroll process.

2. Safety: All work that SYEP youth perform must comply with state and federal laws governing health and safety. If you are in doubt about compliance, consult with your program operator or Prime Sponsor representative before assigning work.

3. Accidents and Illness: If a SYEP youth is injured or taken ill while on the job, contact the designated person, usually a Prime Sponsor representative. Record the name and telephone number of this person in this manual and keep it handy.

4. Termination: If a youth commits an act which you believe warrants termination or informs you of an intention to leave the program, notify and talk with the designated SYEP representative.

5. Problems: Instruct youths to discuss with you any problem which arises at the worksite. If you cannot resolve the difficulty, discuss the matter with your SYEP representative.

6. Youths' Grievances: Explain to youth their right to register a grievance. SYEP participants should already have been

provided with a written copy of the grievance procedures. If you do not resolve the grievance to the youth's satisfaction, the youth may request, in writing, an informal hearing with the designated person. If the youth is not satisfied, an appeal may be made to the Regional Department of Labor office. You may not, by threat or other means, discourage a youth from requesting a hearing or appealing.

7. Political Activity Restrictions CETA-paid supervisors and SYEP youth may not, during work hours, take part in any partisan political activity. This includes lobbying, fund-raising, making speeches, assisting at meetings, distributing pamphlets, or engaging in voter registration activities. The mere appearance of involvement in political activities would violate the apolitical nature of the CETA program.

8. Records and Reports: You are expected to submit required reports on time and to maintain a record for each youth you supervise. This record should include a description of the youth's job, time and attendance, and performance evaluation.

9. Youth Rules: It is your responsibility to see that youths are informed of the work rules that apply to them and that these are enforced. No supervisor may change these rules, including scheduled hours and days of work, unless prior permission is obtained. No youth

will be paid or considered employed for any time other than regularly scheduled and approved hours of work. The program operator or Prime Sponsor representative will provide you with orientation and will distribute materials describing the special rules.

B. Program Elements

Objectives of SYEP include providing youth with:

- work which will develop good work habits and useful skills
- opportunities to explore several different occupations
- vocational counseling and occupational information
- services to motivate and assist them to return to school
- training and other services to increase their chances of getting a job
- assistance in solving work problems.

The SYEP is designed to provide: a useful community service or product, which will be seen as worthwhile by the community; a means for recognizing youths' services; and opportunities for community people to help plan, oversee and participate in it.

IV. YOUTHFUL PARTICIPANTS

The attitudes of youth toward work has bearing both on the kinds of work experiences to be offered and on the kinds of work supervision, training and counseling needed. Many youth have had exposure only to low-level and low-paid jobs. Some youth may react by resisting work experiences which have the same characteristics.

The work experience they receive in the project will be the first chance for many to test their abilities and discover something about their vocational preferences. They may have unreal ideas about work. If these views prevail, the result could be the development and reinforcement of poor work attitudes and behaviors. You, as the supervisor, have a major responsibility to correct these views.

It is important that no useful work be undervalued. You must be able to describe each job and explain its need and place in the project. Every job can be used to help youth gain understanding of the nature of work and employers' expectations, acquire hands-on experience leading to work skills and competence, see how their efforts can be productive and useful, and develop the ability to move on to more demanding jobs.

The work experience itself must mean something to the youth. Doing something worthwhile which attracts community and

individual attention, can increase a youth's feelings of self worth. It is important that youths be helped to understand the meaning and use of the tasks they perform. This will help them to develop a positive attitude toward work. If you are successful, you will be developing a social climate in which youth can learn from the work experience.

Be aware of the age differences among SYEP participants. The average 18 year old will probably have more skill and experience and be better able to cope with problems that arise on the job than a 14 year old. For the younger participants, this may be their first work opportunity under which structured work and supervision occur. Your job as a SYEP supervisor is to insure that this experience is worthwhile for the youth.

There is more to work experience than the routine performance of a single task. While work experiences for younger enrollees should be structured to permit somewhat more experimentation than those for older youth, all youths, regardless of age, should be allowed to try out different tasks.

Every work assignment should have responsibility and challenge if youth are to develop good work habits.

The work experience should be a collaborative effort between workers and supervisors, permanent and summer workers, and youths and adults. Encourage and fac-

ilitate such collaboration.

Youth respond positively to skilled and competent supervision and to skilled productive fellow workers. It is desirable for them to be exposed to high work standards.

Expressing interest in a youth's performance and providing encouragement are the most effective ways to reach these goals. Ignoring or punishing poor work behavior and performance is not effective. Reward Achievements. Rewards can be as simple as a complimentary word. When youth are well supervised, understand what they are doing, kept busy, given the proper equipment, and allowed to use free time constructively, they will respond well.

While each youth's wishes, experience and education may have been taken into consideration in assignment to the job, it is not always possible to fit these needs and the jobs available. Try to make the best match possible within the limitations of the job to be done.

When youths become bored, indifferent, and dissatisfied with their jobs, it is time to introduce new work elements or to provide work counseling. The major objectives are to help the youth learn about different jobs and to gain competence and interest in work. These cannot be achieved by bored, dissatisfied workers.

V. JOB OF THE SUPERVISOR

The job of the supervisor includes:

LINKING the activities of your young workers with the expectations and activities of others

IMPLEMENTING the terms of the worksite agreement

ORIENTING the youth to the SYEP, overall worksite activities, the work to be performed by the SYEP youth, and the expected behavior

ON-THE-JOB TRAINING to help the youths gain skills and develop desirable work behavior

ASSIGNING youth tasks in line with their interests, capabilities, and growth patterns

PLANNING and scheduling work so that the worksite objectives will be achieved including weekly work plans

ORGANIZING the youths' tasks and materials so that coordination and cooperation can be achieved

DIRECTING youths so that they understand what is to be done and can do it

MOTIVATING youth toward good work behavior and performance

COMMUNICATING with both the youths at your worksite and with others who have impact on them by listening and keeping all persons appropriately informed

SERVING AS A ROLE MODEL since youth will try to emulate an adult they look up to, particularly a work supervisor

COUNSELING youth with respect to career objectives and other program related matters

CHECKING AND CERTIFYING youths' time and attendance records

EVALUATING youths' behavior and performance and providing feedback to the youths

REPORTING to the SYEP representative as required

SOLVING work problems that arise.

A. Preparing to Supervise

You must be ready to meet, supervise, and help the youths from the moment they arrive. Thus you must prepare before they are on the job. You should:

- Know the information contained in the worksite agreement which describes worksite activities, the number and names of your supervisees, their working hours, policies regarding time and attendance, leave, breaks, and other essential information

- Know the work rules for supervisors and youth so that you will meet the expectations of your superiors and be able to instruct youth

- Learn something about the youths you will supervise, SYEP, the program operator, and the community

- Know the supervisory role and the expectations of SYEP

- Be able to describe the work to be performed to the youths

- Understand and be able to apply performance criteria and work standards

- Be able to explain timekeeping and payroll forms and procedures

- Prepare a weekly work schedule which lists week by week: objectives for the week, activities to accomplish the objectives, numbers of youth to be involved in each activity, materials and tools required, and work locations

- Make sure the duties of SYEP participants are well defined and described in writing as per the worksite agreement, so that each youth may be given a copy of his or her job description

- Know what knowledge, skills, and abilities the youth need to perform their jobs satisfactorily

- Know the work behavior expected from the youth and how to help them meet these expectations

- Have supplies and equipment set

- Know the support services available and how to obtain them

- Know the names and telephone numbers of the SYEP contact persons

- Know whom to ask for information

- Be prepared to listen to others, particularly the youths.

B. Orienting Youth

At first the youths may feel out of place and not know how to behave. They may be confused about what is expected of them. It is up to you to make sure that they know and accept project objectives and rules. They must be informed of your expectations and the specific work they are to perform.

Your orientation for youth should include:

- Introduction to you and other workers
- Description of worksite activities and objectives and how they are to be achieved, including a general description of the weekly work plan
- Explanation of work rules and expected work behavior
- Preparation for the specific job to be done, tasks and skills needed, how these will be acquired, and relationships with other jobs
- Description of your role as supervisor and counselor
- Discussion of what youth can expect to gain from the program

Encourage and answer questions. If you don't know the answers, say so and find out and give the right answer.

C. Training Youth

Training is a major part of a supervisor's job, particularly with young workers. For these youth, learning skills and appropriate work behavior are primary program objectives.

A successful trainer must:

- Know and be able to perform the task
- Understand each youth's uncertainty and feeling about the task
- Motivate the youth to try to perform the task well
- Demonstrate and explain the elements of the task
- Let the youth perform the task, observe the performance carefully and provide positive reinforcement until the youth demonstrates competence
- Periodically evaluate performance and provide supportive feedback.

Instructing young workers, individually or in groups, requires preparation. This is necessary even if you have a high degree of competence in the job.

To get ready:

- Have a timetable; know how much skill you expect the youth to acquire, by when

- Break down the job into specific tasks and each task into steps

- Identify key steps which require a new skill or are essential for success

- Pick out key points, such as worker safety or coordination with other workers, which are particularly important for young workers

- Review the performance of each element of the task so that it is clear in your mind

- Determine what materials, supplies and equipment are needed to perform the task and make sure that everything is ready

- Check the workplace and arrange it just as you expect the youths to keep it.

D. Job Instruction Training

The following five-step instructional plan has been used in industry and government for more than 35 years to train millions of workers. If you understand it and learn to use it effectively, you will have gained a life-long skill.

Step 1: Prepare the SYEP Worker

Put the participant at ease. Describe the task and explain how it fits into the total job. Find out what he or she knows about the task and motivate the participant to learn to perform it well. Emphasize key points such as safety, contacts with the public, required accuracy, and coordination with other workers.

Step 2: Present the Task

Perform the task element by element. Tell the participant what you are going to do and explain why. Show the youth how to perform the task, one element at a time. Stress the key points. If danger is present, describe it and show how to avoid it. For example, if the youth will be expected to lift a heavy object, describe the danger of back strain and demonstrate the correct way to lift. Instruct clearly, completely, and patiently. Demonstrate no more than the youth can master at one time. Repeat until the youth understands and is ready to demonstrate.

Step 3: Try Out Performance

Have the participant perform the task, explaining each key point to you as the task is being performed. Carefully note the participant's explanation and competency.

Step 4: Reinforce Competency

Review the participant's performance, reinforcing appropriate behavior. Where he or she did not show understanding or appropriate behavior, redemonstrate. Do not focus on pointing out what was unsatisfactory, but demonstrate the correct way and compliment for satisfactory performance. Repeat steps 3 and 4 until you are satisfied.

Step 5: Follow-up

Assign the participant to the regular task. Check often at first, then less and less frequently. Encourage questions.

E. Evaluating Participants' Performance

You are expected to observe and evaluate the competence, behavior, and performance of each participant you supervise. Youths want to know what is expected of them, how well they are meeting these expectations, and how they can improve. You can satisfy these needs by adequate performance evaluation.

Youths are sensitive to criticism, so emphasis should be on positive reinforcement. Try to avoid focusing attention on incorrect elements in the participant's performance. If necessary, repeat the job instruction training cycle. Set high but attainable standards and praise improvement.

Performance evaluation can help you to:

- Let the participants know what is expected and how well these expectations are being met

- Plan the work better by being able to estimate what participants can accomplish

- Determine training needs

- Identify participants who need more instruction

- Discover participants' potential.

Performance evaluation can help youths by:

- Letting them know how they are doing and how they can do better

- Assuring them that good performance is recognized

- Showing them that you are interested in helping them.

It is important that evaluation be systematic and planned so that it helps both you and the SYEP participants.

Basic steps in conducting performance evaluation are:

Step 1: Determine how well you expect each participant to do the assigned tasks. Performance requirements describe the expected behavior and the quantity,

quality, timeliness, and manner of performance.

Note your expectations in writing. However, clearly described oral instructions are better for the youths. The pertinent elements of performance are behavior, competencies, and work product.

> Behavior includes willingness to work, follow instructions, punctuality and attendance, cooperation, acceptance of responsibility, and response to supervision.
>
> Competencies include possession of knowledge required for satisfactory performance; skill in using one's hands and head to employ knowledge, tools, equipment, forms, etc. in performing assigned work; ability to work with and relate to other people in the course of work; judgment to make good decisions; and will to do the job.
>
> Work Product is the actual work produced by the youth, whether it is a service for someone or a product such as a repaired bench. The measures for a work product are both quantity and quality.

Discuss your performance standards for this step with the SYEP Program Director or Prime Sponsor representative before applying them.

Step 2: Discuss performance requirements with the youth. During assign-

ment and demonstration of the tasks, the work standards should be discussed with each youth. It is important that youth accept the standards as fair and appropriate. While it is desirable to adjust standards to each youth's capabilities, beware of using greatly different standards for each youth.

Step 3: Observe youths' performance. In your daily contact with the youths observe their performance and make written notes to help you recall what has happened. Good and poor behavior or commendable and weak performance call for action on your part.

Step 4: Evaluate youths' performance. To evaluate a youth's performance you must have standards. Sometimes there are absolute standards, such as the number of correct lines typed in an hour, but sometimes there are not. It is then necessary to develop comparative standards. It may be helpful to identify a youth whose performance you consider to be satisfactory and to use that as a comparison standard for evaluating the performance of others.

Step 5: Discuss the evaluation with each youth. Performance should be discussed with each youth at least once a week to provide timely feedback and appropriate reinforcement. As far as possible:

- Pick a place and time where you can be alone with the youth with no interruptions

- Keep your eye on the target -- improving behavior and performance -- not pinpointing poor performance

- Build on strength not weaknesses, praise whenever appropriate

- Encourage questions and interest in improving performance

- Listen for problems, difficulties and suggestions, above all, listen

- Don't argue about standards and level of performance or make embarrassing comparisons

- Encourage attempts to improve performance.

Step 6: Take appropriate action. Evaluating performance is only useful to determine action to bring about improvement. Some such actions are:

- Assist the youth in carrying out a self-improvement program

- Provide guidance, counseling, training and encouragement

- Change the youth's assignment

- Restructure duties and tasks to improve opportunities for development

- Recognize and reward high level performance.

Step 7: Provide each participant with a written evaluation at the end of the program. This will enable the participant to have a work record to present to prospective employers.

VI. SYEP WORKSITE EVALUATION

The worksite will be evaluated to determine its value to the community and the participants. You are expected to cooperate and to provide accurate information (including copies of enrollee time and attendance records, enrollee job descriptions, and scheduled work activities) for the different sponsor evaluation teams that may visit your worksite during the summer. Your suggestions can help improve the SYEP program. Please submit these to the designated SYEP contact person. Whenever possible, suggestions should indicate what is to be changed or added, by whom, when, at what cost, and why.

VII. SUPERVISORS' REFERENCE FORMS

SUPERVISOR WORK RULES

Dates: You will be assigned SYEP participants from _____ (date) to _____ (date)

Hours: SYEP participants will work ____ hours/wk. This will be ____ hours a day, ____ days a week, unless special permission is granted for other hours.

Absences: You must notify _____ (designated person) at _____ (phone number) before your regular starting time, if you will be absent, so that a substitute supervisor can be provided. This same person should be notified of two or more consecutive absences by a SYEP participant.

Time Records: Participant time records, properly filled out and countersigned by _____ (name) are due in _____ (place) by _____ (time) every _____ (day of week).

Pay: The pay cycle begins on _____ and ends on _____.
(day of week) (day of week)

Participants will be paid $_____ an hour.

Paychecks will be distributed on _____ after _____
(day of week) (time)
by _____.
(organization and place)

If a participant reports that a check is lost, stolen, inaccurate or misplaced, _____
(organization, person and telephone number) should be notified immediately.

Accidents and Illness: If you or a participant is injured or taken ill on the job, notify, _____
(person and telephone number) immediately.

Terminations: If termination of a SYEP youth's employment appears warranted, notify and consult with _____
(person and telephone number).

Supervisors' Complaints: Complaints or problems with SYEP participants should be made to _____ at _____.
(SYEP representative) (telephone number)

Youth's Grievances: Youth should be informed of the name and telephone number, _____ (name and _____ (telephone number) of the person designated to hear their grievances or complaints.